

Academic freedom, institutional autonomy and academic integrity



Internal guidance on academic freedom, institutional autonomy and academic integrity

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Contents

Contents	2
1. Purpose and scope	3
2. Acronyms and abbreviations.....	3
3. Background.....	3
4. Academic freedom	4
4.1. Rights and obligations of students, learners, lecturers and trainers	5
5. Institutional autonomy.....	5
6. Academic integrity.....	6
6.1. Academic misconduct	7
6.2. Plagiarism	8
7. Ethics and integrity education and training for lecturers and students	8
8. Governance of framework	9
9. Summary of changes	9
Annex: Guidelines on plagiarism and referencing	10
Purpose of these guidelines	10
Plagiarism	10
Referencing guidelines	12



1. Purpose and scope

The Internal Guidance on academic freedom, institutional autonomy and academic integrity reflects the fundamental principles and values that are integral to fostering academic excellence, innovation, and social, economic, and cultural development in the European Education Area and the European Higher Education Area (EHEA). These values and principles are crucial to ensuring the provision of high-quality education and research, promoting academic networks and collaboration which lead to the advancement of higher education. This guidance is embedded in a broader European policy framework on academic freedom and institutional autonomy and is written in line with the Malta Further and Higher Education Authority (MFHEA) Guidelines for ethical practice and research integrity¹ (2022).

This document presents the European Union Agency for Asylum (EUAA) framework which promotes and oversees ethical practice and research integrity and underpins the approach which all persons engaged by the Agency and students are expected to follow. It provides the principles that the EUAA puts in place to positively impact the student and staff experience and to ensure compliance with external regulatory and quality assurance frameworks.

2. Acronyms and abbreviations

EHEA	European Higher Education Area
EUAA	European Union Agency for Asylum
MFHEA	Malta Further and Higher Education Authority

3. Background

Article 10 of the European Convention on Human Rights (1950) guarantees the right to freedom of expression, including academic freedom, and protects academic institutions from undue interference by public authorities². The European Union Charter of Fundamental Rights (2012) protects fundamental rights, including academic freedom and institutional autonomy, and ensures that these rights are respected and upheld in the European Union³.

The Council of Europe Recommendation on the Protection of Academic Freedom and Institutional Autonomy (2012) provides guidelines for European countries to ensure the protection of academic freedom and institutional autonomy, including the right to conduct research, express opinions freely, and disseminate knowledge without censorship or fear of reprisal⁴.

¹ MFHEA Guidelines for ethical practice and research integrity: [MFHEA Guidelines for ethical practice and research integrity, 2022](#).

² [European Convention on Human Rights \(coe.int\)](#)

³ [Charter of Fundamental Rights of the European Union \(europa.eu\)](#)

⁴ Council of Europe Recommendation CM/Rec(2012)7 of the Committee of Ministers to Member States on the responsibility of public authorities for academic freedom and institutional autonomy: https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805ca6f8



The Bologna Declaration⁵ (1999) established the objectives of the European Higher Education Area (EHEA) promoting academic cooperation, mobility, and the recognition of qualifications across the EHEA. The Paris Communiqué⁶ (2018) is noteworthy for identifying academic freedom and integrity, institutional autonomy, participation of students and staff in higher education governance, and public responsibility for and of higher education as the fundamental values of the EHEA. One of the objectives is to enhance academic freedom and institutional autonomy which are vital for the development of quality higher education and research. In this sense, higher education institutions are encouraged to ensure freedom of expression, the right to critical thinking, free access to information, and the protection of academic freedoms. Higher education institutions in the EHEA are encouraged to establish clear and transparent governance systems to ensure accountability and transparency in decision-making. This approach balances institutional autonomy and the need for responsibility towards society and the wider context in which the institutions operate.

With the Rome Communiqué⁷ (2020) the European higher education ministers reaffirmed their commitment to promoting and protecting their shared fundamental values in the entire EHEA through intensified political dialogue and cooperation as the necessary basis for quality learning, teaching and research as well as for democratic societies. Moreover, they committed to upholding institutional autonomy, academic freedom and integrity, participation of students and staff in higher education governance, and public responsibility for and of higher education.

The most recent policy document in this area, the Marseille Declaration on international cooperation in research and innovation (2022) sets out nine values and principles shared by the Member States and the European Commission such as the freedom of scientific research, ethics and integrity, research excellence, gender equality, intellectual property, value creation and societal and economic impact, societal and environmental responsibility and solidarity, risk management/security and open science⁸.

4. Academic freedom

Academic freedom designates the freedom of the academic community - including academic staff and students – in respect of research, teaching and learning and, more broadly, the dissemination of research and teaching outcomes both within and outside the higher education sector. In essence the concept ensures that the academic community may engage in research, teaching, learning and communication in society without fear of reprisal⁹.

The EUAA adheres to the principles of academic freedom. Academic staff and students at the Academy are guided by the principle of academic freedom which includes the freedom of teaching and research, the freedom to pursue truth and knowledge, to conduct research and disseminate knowledge and ideas, the right to critical thinking, to express opinions and engage in intellectual debates without fear of reprisal¹⁰.

⁵ Ministerial Conference Bologna 1999:

⁶ Paris Communiqué 2018 :

http://www.ehea.info/media.ehea.info/file/2018_Paris/77/1/EHEAParis2018_Communique_final_952771.pdf

⁷ Rome Ministerial Communiqué 2020: http://www.ehea.info/Upload/Rome_Ministerial_Communique.pdf

⁸ Marseille Declaration 2022 : <https://presidence-francaise.consilium.europa.eu/media/xi1khxzg/marseille-declaration.pdf>

⁹ Rome Ministerial Communiqué 2020,

¹⁰ [Rome Ministerial Communiqué Annex I](#), 2020.



Academic freedom should, however, be confined by the integrity and ethical practice of academic writing and research integrity as well as with societal and environmental responsibility. Any research carried out by the EUAA must also comply with applicable decisions of the Executive Director. This may entail a pre-approval process to ensure that the research is aligned with the Agency's mandate and single programming document.

4.1. Rights and obligations of students, learners, lecturers and trainers

The principle of academic freedom is reflected in the following ethical practices that are rights and obligations of students, learners, lecturers and trainers:

- The right to actively participate in learning, teaching and assessment activities;
- The right to freely share and exchange academic and/or professional opinions and convictions in a candid manner;
- The right to conduct research, exchange and publish research results in line with any EUAA decisions and policies;
- The right to an objective and fair assessment of work and performance;
- The right to protection from violence, coercion, and threats;
- The right to protection from discrimination and harassment based on a person's gender, race, colour, ethnic or social origin, genetic features, language, religion, or belief, political and/or other opinion, membership of a minority, property, birth, disability, age or sexual orientation;
- The right to apply the equitable and just procedure to establish the allegations of violation of the rules or procedures of the Agency;
- The right to cooperate and network with other students, teachers and researchers;
- The right to democratically elect students' representatives;
- The right and obligation to exercise the rights and freedoms in a way that they do not harm other students, employees, members of the community and society as a whole;
- The responsibility for their own words and actions;
- The respect for other persons' rights, integrity and dignity;
- The obligation to maintain, support, and foster respectful and tolerant relations in a manner that excludes any discrimination, abuse, disturbance or exploitation.

5. Institutional autonomy

In line with the European University Association Institutional Autonomy Scorecard¹¹ which has established a set of criteria used to assess the level of institutional autonomy of European universities, the EUAA has:

- Established a clear and transparent governance system ensuring the participation of students and staff in higher education governance and accountability;
- Has control over its own academic policies such as curriculum development and assessment;

¹¹ [University Autonomy in Europe III - The Scorecard 2017.pdf \(eua.eu\)](#).



- Sets its own budget priorities and manages its own resources.

The Academy enjoys its institutional autonomy and is free to organise its activities of higher education and research in accordance with its own rules, adopted by the competent bodies and consistent with European and national legislation.

6. Academic integrity

Ethics and integrity are inherent components of the research process. The ethical implications of every research conducted at the Academy need to be considered. All students and researchers must submit their research proposal for ethical clearance before the Academy's Ethics Committee.

In their research proposal, the researcher needs to declare, in writing, that they will do all that can be done to ensure that 'no harm of any kind, be that, *inter alia*, physical, emotional, mental, financial, or reputational, comes to participants, via their active involvement, through the use of their personal data, their physical tissue, or by making identifiable reference to them, to the communities they belong to, or to the researchers (MFHEA, 2022).

In their research design, students and researchers need to make clear how they have addressed the ethical issues and make justification for the choices they made. Following the guidelines (MFHEA, 2022) every research proposal submitted to the Academy's Ethics Committee for ethical clearance needs to demonstrate that it is ethical by assuring that:

- Participants recruited to participate in the research would make their own decisions about whether to take part or not;
- The researcher would keep an ethical research relationship, would not manipulate research relationships to obtain data and would express due gratitude to participants in the research;
- The researcher would acknowledge the importance of their own beliefs and values in the interpretation and analysis of research findings;
- The researcher would ensure that participants are respectfully represented. Permission needs to be sought for the use of visual (photographic, video, etc.) representations which enable the identification of individuals, whether or not they are participants who have given their consent or people who just happened to be in the frame;
- Participants would be protected and made aware of how data will be disseminated.

The research proposal must, in addition, explicitly address the following issues:

- What exactly is the research wanting to find out and why is this the focus? Can this interest be justified? (Some studies are likely to be regarded as inadmissible, e.g., research with participants that belong to certain social groups or who possess particular characteristics, such as with a specific disability);
- Research topics which are in any way 'sensitive' demand careful thought and planning and may be reviewed by experienced researchers;
- Does the research address questions that are timely and of general concern rather than being solely of personal or vested interest?



- How does the research contribute to existing knowledge or develop methods and methodologies for studying this area?
- Have potential risks of all kinds to participants and the researcher been accounted for, assessed, addressed, and explained clearly to participants?
- Insofar as is possible, have potential unintended or unexpected consequences either to people directly involved in the research, or as a result of what is revealed, been accounted for?
- If the research is in any way covert, can this be justified?
- How are participants characterised and described? Is this respectful?
- Does the proposed study comply with all relevant legal and ethical requirements?
- Is the information provided for potential participants, or their proxies, or their guardians/caregivers presented in an appropriate and easily understood format? (Where the institution has Information for Participant templates, they may need to be adapted to make them accessible to specific audiences. For example, in many instances children should not be given the same information forms as adults and, in some cases, it may be necessary to ensure the level of literacy required to make sense of what is involved is appropriate);
- For various reasons, including some which relate to participant safety, it is not always possible to record consent on forms which require signatures. In these cases, how will consent be recorded?
- If circumstances change in the course of a study and affect the nature of participation, researchers should be required to record this, suspend the study and, if changes are deemed sufficiently substantial and/or significant, an additional ethical review made;
- How are research participants to be recruited and accessed? If research participants lack social power (e.g., children, captive populations, a teacher's own students, 'vulnerable' people, those deemed not to have capacity to consent, animals), can their participation be justified?
- How can it be ascertained that 'gatekeepers' (e.g., parents, guardians, employers, senior colleagues) have fully consulted participants who are able both to understand and give permission, have not applied undue pressure, and are acting in the best interests of potential participants?
- As far as is possible (acknowledging that emergent methods that develop and evolve during the course of a study, and biomedical research requiring ethically secure randomised trials can be exceptions), full information about what participation involves should be provided to participants or proxies prior to agreement to take part. This will include: honesty about how far confidentiality and anonymity can be maintained; assurance that people can withdraw from the study at any time without penalty; a data management plan detailing how data will be treated and stored and for how long it will be kept and what use will be made of data and where, to whom and how it will be disseminated; the measures that are in place to deal with any problems (such as emotional distress, or disclosure of abuse) that may arise; and, clarity on whom to contact and how, if there is concern about the conduct of the research.

The Academy's Ethics Committee may delegate the review of applications for ethical clearance to external experts or institutions or take on this responsibility themselves. Only research proposals that appropriately address all the ethical implications of the research would be cleared by the Ethics Committee.

6.1. Academic misconduct

Academic misconduct relates to a range of unethical practices which compromise the integrity of teaching, learning and research. Academic misconduct represents any behaviour that endangers the



quality of teaching, learning and research and undermines the achievements of members of the academic community. It is the overarching term for any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member(s) of the academic community. The EUAA takes academic misconduct seriously and has put in place a standard operating procedure to deal with academic misconduct issues¹².

Learners undertaking training modules as part of the EUAA's European asylum curriculum are expected to conduct themselves in accordance with the ethical values of a professional learning community as enshrined in the Code of Conduct for participants in EUAA training activities¹³. That is, they should abide by the principles of intellectual integrity, as well as the fair and respectful treatment of others, including other learners, training staff and administrative personnel. When undertaking assessments, students confirm that the work submitted (or undertaken) is their own and that they have not copied or attempted to pass off the work of others as their own.

6.2. Plagiarism

Plagiarism falls within the category of academic misconduct, and is defined as using someone else's ideas, words, data, or other material produced by them without acknowledgement. A distinction is sometimes made between intentional plagiarism and unintentional plagiarism, with the former being considerably more serious than the latter. The EUAA's plagiarism and referencing guidelines are in Annex 1. The purpose of the guidelines on plagiarism and referencing is to ensure academic integrity, uphold the quality of education, and promote ethical research and writing practices. These guidelines also aim to educate European asylum curriculum learners about what plagiarism is and how to avoid it. By clearly defining plagiarism and its consequences, learners are better equipped to produce original work and give credit to the sources they use. Making learners aware of how to properly reference sources helps them to engage critically with the material they use and evaluate the credibility and relevance of different sources.

7. Ethics and integrity education and training for lecturers and students

Ethical practice and research integrity demand education and training for researchers. All Academy lecturers and trainers are required to undertake training for ethics and integrity in education and training. This can be organised in the form of an in-house training programme or training modules provided by external experts. The ethics policy officer/Quality Assurance and Accreditation Sector is responsible to monitor and ensure that all lecturers engaged in the delivery of the study programmes undertake appropriate training in ethics and research integrity.

Education and training in ethics are also available to students enrolled in study programmes. Following the MFHEA guidelines (2022) the Agency will offer continuous professional development training in ethics and integrity which provides clear information about ethics and integrity policies; data protection legislation; instructions about how to obtain ethical clearance; what constitutes academic

¹² Standard operating procedure (SOP TD-005) on processing of academic misconduct reports.

¹³ [Code of Conduct for participants in training activities – European Union Agency for Asylum \(europa.eu\)](#).



misconduct; how to use plagiarism software; philosophical and moral questions and issues relating to ethics and integrity.

8. Governance of framework

Relevant information from this Internal Guidance will be published on the website of the Academy and made available to all staff and students. The Quality Assurance and Accreditation Sector has the obligation to ensure that all employees, students and learners are familiar with its content.

This guidance should be regularly reviewed in order to incorporate developments in the understanding of academic freedom, ethical practice and integrity, institutional autonomy, new legislation, professional standards and codes, and technology. Development, monitoring and overseeing of the implementation, regular review and revision of this Internal Guidance is under the responsibility of the Agency's Ethics Committee.

9. Summary of changes

Version no.	Changes
01	New IG



Annex: Guidelines on plagiarism and referencing

Purpose of these guidelines

The purpose of the guidelines on plagiarism and referencing is to ensure academic integrity, uphold the quality of education, and promote ethical research and writing practices. These guidelines also aim to educate European asylum curriculum learners about what plagiarism is and how to avoid it. By clearly defining plagiarism and its consequences, learners are better equipped to produce original work and give credit to the sources they use. Making learners aware of how to properly reference sources helps them to engage critically with the material they use and evaluate the credibility and relevance of different sources.

Plagiarism

What is plagiarism and how can it be avoided?

Plagiarism is the act of using someone else's ideas, words, work, or intellectual property without proper referencing and presenting it as one's own. It involves deliberately or inadvertently copying, paraphrasing, or summarizing information from a source - such as a book, article, website, or other media - without giving credit to the original author or creator. Plagiarism is considered a serious breach of academic and intellectual integrity, as it undermines the principles of honesty, fairness, and originality in research, writing, and creative endeavours.

Direct copying refers to the practice of replicating content verbatim. This occurs when an individual extracts a portion of text from a source and incorporates it into their own work without making any alterations. This includes using sentences, phrases, or paragraphs exactly as they appear in the original source. Direct copying is considered plagiarism unless you use proper quotation marks and provide an in-text reference to indicate the source.

Paraphrasing and summarising involve rephrasing or summarising someone else's ideas, concepts, or sentences in your own words. While both are a legitimate way to incorporate information from sources, they become plagiarism when the structure and wording of the original source is followed closely without referencing it. In such cases, it might appear as the information is being presented as one's own, even though it has been rephrased. Proper paraphrasing and summarising involve not only changing the wording but also reorganising the structure and presenting the ideas from one's perspective.

In both direct copying and improper paraphrasing and summarising, the central issue is the lack of proper referencing to the original source. Plagiarism undermines academic integrity by misrepresenting the work of others as one's own. To avoid this, it is crucial that quotation marks and citations are used for direct copying and to accurately and ethically paraphrase or summarise while providing clear referencing.



How to reference in the European asylum curriculum training modules

Proper referencing is essential to avoid plagiarism and give credit to the original authors and sources of information. Any references in the European asylum curriculum must follow the Interinstitutional Style Guide¹⁴. If any of the below are to be referenced, the linked guidelines apply:

- [References to European Union \(EU\) legislation](#)
- [References to the treaties](#)
- [References to cases before the Court of Justice and the General Court](#)
- [Bibliographic references](#)
- [References to an act](#)
- [References to subdivisions of an act](#)
- [References to amendments to an act](#)

A standard reference is structured as follows:

Author. "Title of the Source." Title of the Container, Other contributors, Version, Number, *Publisher*, Publication date, Location.

Only information that is available for and relevant to one's source should be included. If using someone else's exact words, the quote should be enclosed in quotation marks and an in-text citation provided immediately afterward. For example: "This is a quote" (Author, Year, p. XX). Even when paraphrasing, one still needs to provide an in-text citation. At the end of a referenced text, a separate reference list should be included that provides detailed information about each cited source. It is important to maintain a consistent referencing style throughout the work. The same formatting and style should be used for all in-text references.

By following these steps and paying careful attention to the interinstitutional style guide referencing guidelines, one can effectively reference sources and avoid unintentional plagiarism in one's academic work.

How are cheating and plagiarism detected?

Detecting cheating and plagiarism involves a combination of techniques and manual review. Trainers often review assignments manually to identify inconsistencies in writing style, abrupt shifts in language, and content that seems out of place. They might also recognise plagiarised material if they are familiar with the subject matter. Trainers can also randomly compare learners' previous work with current submissions and identify any deviations. Trainers are also encouraged to engage with learners during the writing process to discourage plagiarism by asking for outlines, drafts, and progress updates. Another technique on how to limit cheating and plagiarism is the use of a mix of assessment formats, such as essays, multiple-choice questions, presentations, and practical projects, thus making it more difficult for learners to rely solely on cheating or plagiarism.

¹⁴ Available in the EU languages at: [Publications Office – Interinstitutional Style Guide – Home \(europa.eu\)](#).

Referencing guidelines

Sources and reference works

As an example of referencing, below are the main reference works used to write these referencing guidelines:

Butcher J., Drake C. and Leach M. (2006), *Butcher's copy-editing: the Cambridge handbook for editors, co-editors and proofreaders* (4th edn), Cambridge University Press, Cambridge.

European Commission (2021), *English Style Guide, A handbook for authors and translators in the European Commission*, European Commission, n.p., available at https://ec.europa.eu/info/sites/info/files/styleguide_english_dgt_en.pdf, accessed 9 May 2022.

European Papers (n.d.), *Style guide*, n.p., n.p., available at www.europeanpapers.eu, accessed 9 May 2022.

European Union, *Interinstitutional style guide*, Publications Office of the European Union, available at <http://publications.europa.eu/code/en/en-000100.htm>, accessed 9 May 2022.

European Union Agency for Asylum (EUAA) (2022), *Write, edit, publish, The EUAA writing guide* (1st edn), EUAA, n.p., available at <https://euaa.europa.eu/publications/euaa-writing-guide>, accessed 9 May 2022.

European Union Agency for Fundamental Rights (FRA) (2012), *Style guide for authors*, Publications Office of the European Union, Luxembourg, available at https://fra.europa.eu/sites/default/files/annex_2_to_annex_a1_-_fra_style_guide_for_authors.pdf, accessed 9 May 2022.

New Hart's rules, The handbook of style for writers and editors (2005), Oxford University Press, Oxford.

References and bibliographies

Further guidance on two different types of lists is given below:

- a “references” list that gives the exact details of works to which the author refers directly in the text;
- a “bibliography” that lists works more or less related to the subject matter of the work and used in its drafting (like a selected reading list).

What is a bibliography and reference list and why do I need them?

They are the citing of reference works in a consistent and accurate manner in order to:

- a) offer proof or justification for what an author is writing;
- b) give credit to others whose works contributed to the writing of a publication (and thus avoid plagiarism); and
- c) enable readers to identify and locate the cited works.

Giving credit for the works, images and ideas used in a publication is an ethical and legal obligation.



How to compile a complete bibliography and make references

Complete bibliographical references in the compiled list should follow this format:

Author (date), *Title*, Publisher, Place of publication.

For example:

Battjes H. (2006), *European Asylum Law and International Law*, Martinus Nijhoff Publishers, Leiden/Boston.

Commas separate each piece of information, and a full stop closes the reference.

Entries are listed in alphabetical order by author/editor. To avoid repeating an author's name, it can be replaced with double em-dashes (—) in subsequent entries (but the date should be retained). Multiple works by the same author/editor should be listed in date order (earliest first). Then any works where the same author/editor is the first named (of two or more) should be put in date order.

More than one publication in a year for one author or organisation

If there are more than one publication per year per author, a letter should be added to the year (2019a, 2019b, 2019c). The full reference, including the full names of organisations, publishing houses, etc. should be inserted for each reference, such as:

European Asylum Support Office (EASO) (2021a), *EASO practical guide on subsequent applications*, in EASO Practical Guide Series, Publications Office of the European Union, Luxembourg.

European Asylum Support Office (EASO) (2021b), *EASO practical guide on application of cessation clauses*, in EASO Practical Guide Series, Publications Office of the European Union, Luxembourg.

Author names

These should be presented as author/editor's surname first, then initial(s) with no punctuation between the author's surname and initial(s) or the date. Initials take points and a space between each if more than one. Authors/editors with compound names are to be listed according to the first of their surnames. Names with prefixes (de, van, von, etc.) should be listed according to the surname and the prefix placed after the initial, in parentheses.

In the case of **multi-author works**, the full list of authors should always be given – name of author followed by initial of first name – and et al. should not be used. For example:

Beirens H., Maas S., Petronella S and Velden M. (van der) (2016), *Study on the Temporary Protection Directive, Final report*, Publications Office of the European Union, Luxembourg,



available at https://ec.europa.eu/home-affairs/system/files/2020-09/final_report_evaluation_tpd_en.pdf, accessed 9 May 2022.

Editors and translators

In compilations and compendiums, the editor's name appears first, followed by "(ed.)" (plural "(eds)"). To indicate a translator's name, "(tr.)" (plural "(trs)") is to be added after the title, followed by the name:

Hailbronner K. and Thym D. (eds.) (2016), *EU Immigration and Asylum Law, A Commentary* (2nd edn), Beck/Hart/Nomos, Baden-Baden.

Institutions and organisations can appear as the editor of works when no author(s) can be identified.

If no author or editor can be identified, the title of the work should be inserted first.

If no date is available, "n.d." (no date) is to be inserted in parentheses.

Titles

Titles of books should be in italics (no quotation marks), with initial capitals on the first word of the title and on proper nouns only. Titles of newspapers and journals should also be in italics, but they keep the capitals of their registered name. Titles of articles, chapters, dissertations, reports should be in quotation marks.

Capitalisation

The use of capitalised letters is to be kept to a minimum. They are to be used for proper nouns, including those of institutions, bodies and organs of international organisations or states.

Series

Series titles (capitals on all significant words) and the number in the series are to be inserted after the title:

Author (date), *Title*, Series Title No. in series, Publisher, Place of publication.

For example:

Reidy A. (2002), *The prohibition of torture, A guide to the implementation of article 3 of the European Convention on Human Rights*, Human Rights Handbooks No 6, Council of Europe, Strasbourg.

Article or chapter in a larger work

Titles of articles or chapters in a larger work should appear in quotation marks, followed by "in" (roman, no punctuation after) and information on the larger work:

Author (date), "Title", in Author/editor, *Title of work*, Publisher, Place of publication.

For example:

Storey H. (2016), "Asylum Qualification Directive 2011/95/EU", in Hailbronner K. and Thym D. (eds.) (2016), *EU Immigration and Asylum Law, A Commentary* (2nd edn), Beck/Hart/Nomos, Baden-Baden, pp. 1108-1284.

Periodicals

Titles of articles in periodicals or journals take quotation marks, followed by the periodical name (in italics) and number.

Lobo B. (2012), "Women as a Particular Social Group: A Comparative Assessment of gender asylum claims in the United States and United Kingdom", *Georgetown Immigration Law Journal*, Vol. 26, No. 2, pp. 361-404.

Publisher details may be added after the page numbers, if known.

Editions

As necessary, the edition number is to be placed in parentheses after the title, no comma before, i.e., "(2nd edn)":

Hailbronner K. and Thym D. (eds.) (2016), *EU Immigration and Asylum Law, A Commentary* (2nd edn), Beck/Hart/Nomos, Baden-Baden.

Foreign-language titles and translations

Works should be cited as referred to by the author. If the original language is not English, a translation of the title in English can be given in square brackets:

Rugen I. (1999), *Ferien bei mir* [Holidays at my place], Stumpf, Berlin.

Conversely, the original-language edition may be specified if the main reference is to a translation:

Nonante J. D. (2000), *Insignificant social diseases*, Nailer, New York [French orig. *Maladies sociales insignifiantes*, Brouette, Paris, 1989].

Websites

References to websites might contain any of the information given above. The basic template chosen should be followed, but the URL (Universal Resource Locator, or internet address) is to be added, preceded by "available at", and the date accessed provided.

Only references to official documents from EU, European, and international organisations should include full, working hyperlinks. Hyperlinks are to be avoided when unnecessary; in particular, no newspaper links as these have a 'short shelf-life'. If a URL is provided, the leading <http://> should be



omitted from URLs¹⁵ and they should only begin with www.; occasionally a URL will not have www. – in this instance the leading http:// should be included, e.g., www.coe.int but <http://fra.europa.eu>.

Foster M. (2012), *The ‘ground with the least clarity’: A comparative study of jurisprudential developments relating to ‘membership of a Particular Social Group’*, university of Melbourne, Australia, available at www.unhcr.org/protection/globalconsult/4f7d8d189/25-ground-clarity-comparative-study-jurisprudential-developments-relating.html, accessed 9 May 2022.

Sometimes it can be difficult to find an author and/or date of publication for website information. As much information as possible should be provided, for example, using the website organisation as the author, so that the information can be found as easily as possible.

Footnotes and endnotes

Footnotes and endnotes serve different purposes, depending on the type of publication, the information they contain and the intended readership. They may coexist within a single publication, assuming their use is clearly distinguished. Most literature uses footnotes, which are easier for the reader to consult.

Style and formatting

Superscript numbers are to be used as footnote cues in the body of the text, not symbols (e.g., *, §, †, ‡).

Footnotes should be consecutively numbered from “1” throughout the text. Footnote cues should be placed after any punctuation. Brackets should not be placed around footnote cues.

A hanging-indent paragraph format is not to be used for footnote text. The footnote should be in a smaller typeface (8-point notes for 10-point body text, for example).

Initials

In bibliographies or bibliographical references initials come after a surname take points and a following space (e.g., Evermore R. C.), no commas.

Acronyms and initialisms

Acronyms and initialisms are abbreviations formed with the first letters of a name or common noun comprising several words.

The full title, followed by the acronym in brackets, should always be used (e.g., “European Union Agency for Asylum (EUAA)”).

Any terminology applicable to the EUAA should be written in full as set out in the EUAA Regulation, e.g., asylum support teams (AST), European asylum curriculum (EAC) etc.

¹⁵ URL means uniform/universal resource locator; typically, the address of a World Wide Web page.



Acronyms and initialisms should be written in all capitals, subject to the following conditions:

- If an organisation or institution makes consistent use of a different style for the acronym or initialism which makes up its name, the name of a sub-entity, body or a treaty or convention for which it is responsible, their choice must be respected;
- If an acronym or initialism is an abbreviated form of the name of anything other than an organisation (i.e., AIDS), refer to generally accepted practice in the relevant professional fields.

Citing EUAA documents

References to EUAA documents in the body text should be written as below:

Full title, bibliographical reference and hyperlink to the name of the publication are to be provided in the footnote only.

For example:

For more information, refer to the EUAA booklet on age assessment¹.

¹ EUAA, [All you need to know about age assessment](#), 2022.

Materials published under EASO have been automatically inherited by the EUAA and reference can be made to the EUAA as the author in the body text. However, the full bibliographical citation should indicate the name of the agency and the title at the time of publication.

For example:

For more information refer to the Guidance on contingency planning¹.

¹ EASO, [Guidance on contingency planning in the context of reception](#), March 2018.

Citing European case law databases and the EUAA Case Law Database

For the EUAA Practical Guide Series, insert the link to the original database to the party names in the case law reference. Refer to the summary available in the EUAA Case Law Database afterwards.

ECtHR, judgment of 28 June 2011, [Sufi and Elmi v the United Kingdom](#), Nos 8319/07 and 11449/07, ECLI:CE:ECHR:2011:0628JUD000831907, paras 283, 294, 295. Summary available in the [EUAA Case Law Database](#).

Article references

The various parts of a reference, if numbered, are cited in descending order. They are not separated by commas or spaces. For example:

Article 10(3)(a) of the Asylum Procedures Directive ...



Article 2 and Article 3(2) provide that ...

Article 2(3) and Article 3 provide that ...

Where subdivisions of the same type are mentioned, the name is not repeated. The reference type should be in the plural. For example:

Chapters I and II

Articles 1, 4 and 9

The first and third indents

Where reference is made to subdivisions of the same type, of which one or more are accompanied by subdivisions of a lower level, the subdivision in question is mentioned each time. For example:

Article 2 and Article 3(1) of Regulation ... (and not 'Articles 2 and 3(1) of Regulation ...')

Article 2, Article 5(2) and (3) and Articles 6 to 9 of Regulation ... (and not 'Articles 2, 5(2) and (3) and 6 to 9')

... and in particular points (1)(b) and (3)(c) of Article 1, ...

